

CMCSS

Six Traits Rubrics (condensed version)

TRAIT: 1	2	3	4 Mastery	5	6 Exceptional	
IDEAS AND CONTENT: Is the writing clear, focused, and interesting? Do main ideas stand out with good support?						
Lacks central idea or purpose Minimal or nonexistent details Paper could be too short to develop.	Somewhat unclear, vague main idea with insufficient or irrelevant details. Development is attempted but minimal.	Can understand main ideas, although they may be overly broad or simplistic. Limited detail.	Easily understood main idea. Supporting details are present but may be limited or general. Clear and focused. A good basic paper. Relevant content and details but may not be consistently well-chosen for audience and purpose.	Main ideas stand out with strong, accurate, credible supporting details. Writing is clear, focused, and interesting but not exceptional.	<i>Strong developed</i> main ideas. Relevant, <i>rich</i> supporting details. <i>Exceptionally</i> clear throughout. Holds reader's attention throughout.	
ORGANIZATION: Does the organization enhance the central idea? Is it sequential? Do you have a strong beginning, middle, and end? Do you have smooth, effective transition?						
Lacks coherence; organization seems haphazard and disjointed. Missing beginning body and/or ending. Lacks effective transitions.	Lacks clear structure. May be missing beginning body and/or ending. Order is unclear. Difficult to follow.	Attempt made but overall structure is inconsistent or skeletal. Beginning and ending are undeveloped or too obvious. Weak or overused transitions. Attempts at sequencing.	Clear and coherent. Developed beginning, middle, and end but may not be particularly inviting. May have stilted transitions. Clear sequences. Order may be formulaic. Organization helps reader despite some weaknesses.	Enhances central idea and its development. Inviting beginning and satisfying ending. Effective sequencing and transitions. Order and structure are strong.	<i>Enhances</i> central idea and its development. <i>Strong inviting</i> beginning and <i>strong satisfying</i> closure. <i>Smooth</i> effective transitions and sequencing. Order and structure are <i>compelling</i> .	
WORD CHOICE: Do words convey the intended messages? Are they interesting, precise, and natural? Were they carefully chosen and thoughtfully placed for impact?						
Message obscured. Shows an extremely limited vocabulary. Fails to communicate.	Language is monotonous and/or misused detracting from the meaning and impact. Distracting expressions.	Language is quite ordinary or generic. Lacking interest, precision, and variety. Mundane expressions. Accurate for the most part.	Effectively conveys message. Variety of words that are functional and appropriate. Correctly used words, but may not be energizing.	Conveys message in an <i>interesting</i> , clear, precise, and <i>natural</i> way. Vivid expression. Words energize the writing.	Conveys message in an <i>exceptionally interesting</i> precise, yet <i>natural</i> way. <i>Original expression</i> . <i>Rich, broad, powerful</i> range of words.	
SENTENCE FLUENCY: Does the writing have an effective flow and rhythm? Are sentences strong with varied structures that make expressive oral reading easy and enjoyable?						
Writing is difficult to follow or read aloud. Disjointed or confusing. Incomplete, very little control.	Writing is choppy or rambling. Awkward construction.	Writing is mechanical rather than fluid. Good control over simple sentences; little control over complex sentences. May slow down the reader.	Writing flows. Sounds natural for the most part. Strong control over simple sentences. Strengths outweigh weaknesses.	Writing has an easy flow and rhythm. Frequent sentence variation. Natural sound. Many strengths present.	<i>Extensive variation</i> in sentence structure which <i>flows</i> and has <i>rhythm</i> . Uses sentence structure to <i>draw attention</i> to key ideas. <i>Strong control</i> .	
VOICE: Does the topic come to life? Does it convey feelings, convictions, and personality? Does the writing make you feel something?						
No sense of voice or audience. No commitment. Lifeless.	Little evidence of suitable voice. Little sense of involvement or commitment. Flat or mechanical. or formal.	Voices may be inconsistent. Limited sense of audience. topic, and purpose. May be somewhat mechanical.	Voice is present, but may be inconsistent in places in regards to audience. Expressive. At times may be inappropriate—too casual. Committed to the topic.	Strong sense of audience, topic, and purpose. Comes to life. Appropriate. Committed to topic.	<i>Exceptional</i> sense of audience, topic, and purpose. <i>Engaging</i> . <i>Original</i> . <i>Appropriate</i> . <i>Deeply committed</i> to topic.	
CONVENTIONS: Does the writing demonstrate control over punctuation, spelling, and grammar?						
Text very difficult to read. Numerous errors, often in every sentence. Extensive need for editing.	Little control. Frequent and significant errors. Misspellings are common and distracting. Substantial need for editing.	Limited control. Errors begin to impede readability. Spelling errors distract reader. Significant need for editing.	Control of standard conventions appropriate for grade level. Minor errors do not affect readability. Spelling usually correct. Moderate need for editing. (Priority spelling words must be spelled correctly.)	Effective use of conventions. Strong spelling. Little need for editing.	<i>Exceptional control</i> . No noticeable errors. <i>Exceptionally strong</i> spelling. Very little or <i>no need for editing</i> .	